

**THE USE OF STATIC AUDIO VISUAL MEDIA IN TEACHING  
LISTENING COMPREHENSION**

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# THE USE OF STATIC AUDIO VISUAL MEDIA IN TEACHING LISTENING COMPREHENSION

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**Abstrak:** Tujuan penelitian ini adalah untuk menyelidiki keefektifan dari penggunaan media Static Audio Visual dalam pengajaran pemahaman menyimak terhadap siswa-siswi kelas VII SMP Negeri 3 Pontianak tahun ajaran 2012/2013. Penelitian ini menggunakan pre-eksperimen studi dengan disain satu grup pre-test post-test. Data penelitian didapatkan dengan menggunakan tes pilihan ganda, jumlahnya adalah 30 soal dan dianalisa menggunakan rumus ES (tingkat efektifitas). Sampel penelitian ini adalah kelas VII E yang terdiri dari 25 siswa. Hasil penelitian menunjukkan bahwa ukuran keefektifan dari perlakuan adalah 1.12 ( $ES > 0.5$ ) dan dikategorikan tinggi.

**Kata kunci:** Audio Visual Diam, Pemahaman Menyimak.

**Abstract:** The aim of this research was to investigate the effectiveness of using Static Audio Visual Media in teaching listening comprehension to Year-7 students of SMP Negeri 3 Pontianak in Academic Year 2012/2013. It was a pre-experimental study in one group pretest posttest design. The data were collected by multiple choice test numbering 30 test items and analyzed by ES (Effect Size) formula. The sample was Year-7E that consisted of 25 students. The finding shows that the effect size of treatment was 1.12 ( $ES > 0.5$ ) and categorized as high.

**Key words:** Static Audio Visual, Listening Comprehension.

Listening is an important part of foreign language learning that must be learnt by students. It is a skill that the students acquire first before they learn the other skills. As a matter of fact students acquire the first language through listening to the people around them. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the process of communication. It helps students to shift through the information that they listen and to pick out relevant information that they can use. Without listening, it will be a problem for the students to express their language particularly the spoken language. Then, without listening skill, spoken communication may not be achieved well. In addition, language learners especially students who learn

English as a foreign language in a non-native setting are necessarily skilled in listening to acquire good listening skill.

In order to have a good listening skill, the students need listening comprehension. It refers to the understanding of the implied and explicit meanings of spoken expressions. The students are expected to be able to understand the speaker's speech including the pronunciation, the grammar, the vocabulary, and the message. So, if the students are capable of doing these four linguistic aspects simultaneously, they may have a good skill in listening comprehension.

Besides, based on the syllabus of KTSP (School-based curriculum), the listening skill is taught from secondary school. It is one of the language skills that must be mastered by students. In this case, students need to understand the meaning from spoken language. Meanwhile, students of Year-7 in SMP Negeri 3 Pontianak were taught a dialogue from recorded materials. It may be difficult for students to understand a dialogue of foreign language in the form of spoken language because it is the first time for them to learn. On the other hand, there is no variation of media on teaching listening that may make the students do not really pay attention to teaching material. Therefore, appropriate media are needed to support students in the listening class.

Considering the importance of listening comprehension for students, the teacher is required to provide appropriate media of teaching. In this case, the researcher conducted static audio-visual media as media in teaching listening comprehension. Static Audio Visual is part of multimedia because of two combinations on it and it is presented by power point. According to Ivers & Barron (2002: 2) "multimedia refers to the use of several media to present information. Combination of audio and visual may include texts, graphics, animations, pictures, videos, and sounds". Static Audio Visual includes a visual (such as picture) and audio (such as sound). But, the visual and the audio do not show any movement or static. The combination of those things becomes one unit of media. It is one of the components of computer combined with Microsoft power point program to deliver information and it can be controlled by the user. It is a message carrier technology which can be used for learning in delivering messages and information. It can be used for teaching language especially listening because of the contents represent the media to teach listening such as: audios, texts, and pictures. This media requires students to see the real world from what will be delivered in front of the classroom. By using those combinations of media in listening class students may be easier to recognize the words or phrases and gain the ideas and information from what the speaker says. The researcher had applied this media in order to attract students' attention in listening class.

Based on the explanation above, the researcher conducted a pre-experimental study to Year-7 of SMP Negeri 3 Pontianak. She would like to investigate whether the effectiveness of static audio-visual media used in listening class is high, moderate or low.

## METHOD

In this research, the researcher used the pre-experimental study to solve the research question. Cohen (2005:212) refers pre-experimental design to *One-Shot Case Study, One-Group Pretest-Posttest, and Intact-Group Comparison*". Due to the time and the financial constraint the researcher chose *One-Group Pretest-Posttest* design which can be described as follows

$$O_1 \quad x \quad O_2$$

The sample was a cluster sampling. Gray (2004:395) defined this technique as "a sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones". In line with this, the researcher selected one class of the cluster of population randomly. The selected sample was Year-7E comprising 25 students. To answer the argued question, ES formula was applied.

## FINDINGS AND DISCUSSION

### a. Findings

Based on the data computation, the ES is 1.12 as shown in the following computation

$$\begin{aligned} ES &= \frac{\bar{X}_e - \bar{X}_c}{Sp} \\ &= \frac{73.32 - 59.46}{12.30} \\ &= \mathbf{1.12} \end{aligned}$$

This value is higher than **0.5**. Thus, the effectiveness of the treatment is high.

### b. Discussion

As indicated above, the effect size of the treatment is **1.12**, higher than **0.5** which is categorized as highly effective. Therefore, the application of static audio visual media to teach listening comprehension is reasonably good. It may be argued that Static Audio Visual media is successfully supporting the teaching. It entertains, motivates, and gives clarity in the teaching learning process. By using this media, the students were successfully attracted to pay attention, interest, and actively. During the process above the teacher explained the materials and they did not feel bored. When students were asked to give the response, they were very active. The media used in the teaching and learning process really attracts the students' attention.

In conclusion, the findings proved that the use of Static Audio Visual Media in Teaching Listening Comprehension is highly effective to Year-7 students of SMP Negeri 3 Pontianak in Academic Year 2012/2013.

## **CONCLUSION**

In brief, the use of static audio visual was very effective in teaching listening comprehension to Year-7 students of SMP Negeri 3 Pontianak. On the other hand, because of the lack of experience and weaknesses of the researcher, it is widely open opportunities to the other researchers to develop further research, for example, by using control group or other designs of experimental such as true-experimental study in order to collect maximum data.

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